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AUTHOR Schroeder, William; And Others

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ABSTRACT

During the summer of 1983, a team from Mankato State University, Minnesota, surveyed 65 community residents, 85 school staff and board members, and 337 grade 6-12 students to measure attitudes toward the effectiveness of the pairing of the Russell and Tyler (Minnesota) school districts which occurred at the beginning of the 1981-82 school year. Based on survey data, which is presented in narrative and tabular form, the survey team made the following summarizing statements: (1) the majority of all three groups saw the pairing as favorable; (2) students from the Russell school district probably benefitted more from an improved curriculum than did those from the Tyler district; (3) both middle and high school youth had been able to adapt to the changes and did not feel any lack of opportunity to become involved in either curricular or extra-curricular activities; (4) students generally felt more positive toward school than before the pairing; (5) budget cuts made after the first year of the pairing weakened library services and senior class offerings; (6) on the basis of the attitudes of all three groups, the pairing should be continued. Appended are nominal group process question results; focused interview questions; and comments by patrons, staff, and school boards. (NEC)

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A SURVEY OF ATTITUDES TOWARD THE RUSSELL-TYLER PAIRING

Prepared for:

The Administration

and

School Boards

of the

Russell and Tyler

School Districts

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by

William Schroeder, Ed.D.
Ramona Kunard, Ed.Spec.
Barb Turner, Graduate Assistant
Joan Eisenreich, Graduate Assistant

Bureau of Field Study and Research
College of Education
Mankato State University
Mankato, Minnesota
June, 1983

MANKATO STATE UNIVERSITY

COLLEGE OF EDUCATION/Bureau of Field Study and Research/(507) 389-1215 MANKATO, MINNESOTA 56001

Letter of Transmittal
Bureau of Field Study and Research
College of Education
Mankato State University

June 28, 1983

The Superintendent
Russell and Tyler School Districts
Tyler, MN 56178

Dear Dr. Redfield:

The following is submitted as the formal written report of the survey of attitudes toward the Russell-Tyler pairing. The report includes data on the attitudes of the staff, community, and students on various aspects of education affected by the pairing.

Although some broad generalizations have been included at the end of each chapter and in the summary, it is the intent in this report to merely report the data collected as objectively as possible and leave the conclusions to the reader.

The data for the survey was collected on April 20 and 21 from the staff and on May 5 from the community. The student surveys were administered during the week of May 16 in the English classes. This data collection was greatly facilitated by Dr. James Redfield, Superintendent, Mr. Gary Brosz, Principal at Tyler, and Mr. Jerald Fulton, Principal at Russell. In addition, the secretarial staff at both schools were very helpful to the team from Mankato State University.

The survey team from the Bureau of Field Study and Research wishes to express their sincere thanks to all those members of the schools and community who participated in and facilitated this survey. Our associations with the people of Russell and Tyler have been most enjoyable. If the Bureau of Field Study and Research can be of assistance in the future, please call upon us.

Respectfully submitted,

William Schroeder
Ramona Kunard
Barb Turner
Joan Eisenreich

an affirmative action/equal opportunity employer

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CHAPTER ONE

Introduction

This report is the result of a survey of attitudes of the various groups within the Russell-Tyler, Minnesota, school districts. The survey was designed to measure the attitudes toward the effectiveness or lack thereof of the pairing of the Russell and Tyler school districts in accomplishing the major goal of improved educational opportunity for the children and youth of the two districts.

The pairing of the two districts began in the Fall of 1981-82 school year. The evaluation of the pairing or interdistrict cooperation came about as the result of the pairing agreement. The original agreement contained a clause calling for an evaluation of the pairing.

Early in the 1982-83 school year when the Boards of Education and the superintendent were considering an evaluation study, the superintendent was selected to be in the Bush Public Schools Program. An assignment for the Bush Program included a task force project. It was the consensus of the boards and the superintendent to do the pairing study for the project.

At approximately the same time, the Bureau of Field Study and Research of Mankato State University issued a written report on a survey of the school districts of Balaton, Lake Benton, Russell, Ruthton, Tyler, and Verdi. The team put together recommendations for attendance units. The survey included descriptions of the communities, pupil population characteristics, educational programs, physical facilities, financial aspects, alternatives for the future and recommendations.

One conclusion of this report was that the Russell-Tyler pairing seemed to be well received and educationally effective in the two communities.

An agreement was then made with the Bureau of Field Study and Research to further evaluate the pairing arrangement by surveying patrons, students, faculty, support staff, and the school boards.

On January 17, 1983, the staff of the Bureau of Field Study and Research met with the superintendent of the Russell-Tyler schools to develop the procedures for the study. At that time it was agreed that three groups would be surveyed to determine their attitudes toward the pairing. These groups were the patrons (including parents and non-parents), the students (grades 6-12), and the faculty, support staff, and board members.

It was determined that the process would be begun by the superintendent who would do a nominal group process with P.E.R. (planning, evaluation, and reporting) committees from the two districts, with other standing committees in the two districts, and with some students. The focus of the nominal group process would be to identify items to be included in the surveys. The results of the nominal group process are included in Appendix A.

From the nominal group process reports, the Bureau of Field Study and Research developed three instruments; (1) a set of 16 questions for use in interviewing the staff and board members, (2) a set of 17 questions to be used in interviews with the patrons, and (3) a set of 36 questions to be used in a written survey instrument with students.

The interviews with all the staff and board members were conducted on April 20 and 21, 1983. The results of those interviews are reported in Chapter 2.

The interviews of patrons were conducted on May 5, 1983, by Dr. Robert Utermohlen, professor of Educational Administration at Mankato State University, and the members of the Community Relations class. The class was being conducted on the Southwest State University campus. The interviewing process and the results of the interview are described in Chapter 3.

The attitudes of the students were measured by a written instrument to all students enrolled in grades 6 through 12. The instruments were administered during the week of May 16 in each of the English classes The procedure for the development of the instrument and the results are presented in Chapter 4 of this report.

CHAPTER TWO

The Staff and School Board Interviews

On Wednesday, April 20, and Thursday, April 21, 1983, a team of four people from Mankato State University interviewed each of the licensed staff, each of the non-licensed staff, and each of the school board members in the Russell and the Tyler Schools. The purpose of the interviews was to measure the attitudes of the staff and boards of the two school districts concerning the effectiveness of the pairing of the Russell-Tyler Districts in achieving the desired goals of the pairing. The questions used by the interviewers are included in Appendix B. A total of 85 people were interviewed, 27 at Russell and 58 at Tyler.

Table 1 presents a compilation of the results of the interviews by question, by group, and by community. It should be noted that the total number of responses are not always equal to the number of interviews as some questions prompted more than one response or, in some cases, the response was something other than anticipated. These responses are reported in Appendix C, which is a listing of comments that could not be categorized into one of the responses used in Table 1.

Question 1, dealing with the impression of the pairing arrangement, shows that all the board members from the two districts perceive the pairing as favorable. Fifty-three staff from the two districts view the pairing as favorable, while a total of thirteen see it as unfavorable; of those thirteen all except one are from Tyler.

An examination of the responses to Question 2, with regard to the

Table 1

A Tabulation of the Individual Interviews
of Staff and School Board Members
in the Russell and Tyler
School Districts

Responses	Russell Board	Tyler Board	Russell Licensed	Tyler Licensed	Russell Non Licensed	Tyler Non Licensed
Question 1: Would you, in your own terms, give me your impressions of the results of the Russell-Tyler pairing arrangements?						
A. Has been favorable	6	7	14	16	8	15
B. Has been unfavorable				10	1	2
C. No change				1		
D. I don't know				2		1
E. Other				2		
Question 2: Now, focus on the budget cuts, pairing and sharing arrangements, as well as the priority setting in Russell-Tyler in the past couple of years. How have the students fared, in your opinion?						
A. It has been an improvement for Russell students.	4	6	10	8	4	8
B. It has been a hardship for Russell students.				12	1	
C. It has been an improvement for Tyler students.	1	5	6	2	2	5
D. It has been a hardship for Tyler students.				21		2
E. I don't know.				4	2	6
F. Other	4	1	4	4		4

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Responses	Russell Board	Tyler Board	Russell Licensed	Tyler Licensed	Russell Non Licensed	Tyler Non Licensed
Question 3: How have the teachers fared?						
A. It has increased their workload and responsibility.		6	6	18	1	5
B. They can use their time to help the students more.			3			
C. They are less effective now.				3		1
D. Other	6	2	5	12	8	12
Question 4: How has it affected the communities involved, in general terms?						
A. It has been an asset to Tyler.		1	1	2	2	2
B. It has been an asset to Russell.		1	1	1	1	4
C. No change	5	1	10	5	6	2
D. It has not been beneficial to Tyler.				2		1
E. It has not been beneficial to Russell.		1			2	1
F. It has been beneficial to both Russell and Tyler.	1	5	2	11		9
G. It has not been beneficial to either community.				3		
H. Other			1	10		4
Question 5: What has been the effect on the students concerning the curriculum since the pairing and sharing arrangement?						
A. They have more options available.		4		1	1	6
B. It has not affected them.		2		2		2
C. They don't have as many options available.		1		25		2
D. Other		2		3		9

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Responses	Russell Board	Tyler Board	Russell Licensed	Tyler Licensed	Russell Non Licensed	Tyler Non Licensed
Question 6: What have been some of the major changes with regard to student utilization of extra-curricular activities such as sports and music?						
A. More extra-curricular activities are available to students.	2	1	4	4	1	2
B. The competition has increased.		2		12	1	2
C. Russell students have a more difficult time getting involved in after school activities.	1		4	5	3	
D. It has not changed.	1	6	2	5	3	9
E. It has improved.			1	2		5
F. Other	2		2	14	2	2
The next six questions are going to deal specifically with student support services.						
7. Specifically, how has the food service been affected?						
A. Worsened, not the same quality or quantity.					1	
B. Improved, better quality or quantity.	1	6	3	19		7
C. It has not changed.	4	2	10	8	7	7
D. Other	1		1	4	1	5
Question 8: Have you noticed any change in either the quality or quantity of health services available to students?						
A. Yes, improved	3	2	6	4	4	2
B. Yes, stayed the same		4	1	4	1	2
C. Yes, worsened	1	1	1	12		4
D. No, no change	1	3	5	12	3	8
E. Other	1		2	2	1	3

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Responses	Russell Board	Tyler Board	Russell Licensed	Tyler Licensed	Russell Non Licensed	Tyler Non Licensed
Question 9: Do you feel that the availability of counseling services is adequate?						
A. Yes	1	5	4	14	2	13
B. No	1	3	4	11		2
C. I don't know.	4			6	2	3
D. Other			5		6	
Question 10: Have you noticed any change in the library services provided the students? If so, how?						
A. Yes, the library is not available as much.	6	4	12	27	6	6
B. No, it has stayed the same.		1		1	1	3
C. Yes, the library is open more time.		2	1	2	1	
D. Other			3		1	9
Question 11: Would you say the transportation of students has improved, stayed the same or worsened? Why?						
A. Improved, the students spend less time on bus.				1	1	1
B. Stayed the same, they spend about an equal time on bus.	1	5	2	13	4	11
C. Worsened, students spend more time on bus.	2	3	7	10	2	4
D. Other	4		4	6	3	3
Question 12: Has the quality of the special education program been affected by the pairing? If so, how?						
A. Yes, improved services.	3	1	10	9	5	8
B. Yes, the quality has gone down.		1	1	3		1
C. No, it has stayed the same.	1	5	1	7	2	7
D. Other	2	1	1	2	2	5

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Responses	Russell Board	Tyler Board	Russell Licensed	Tyler Licensed	Russell Non Licensed	Tyler Non Licensed
Question 13: In your judgment, as a result of the pairing, what are your impressions of discipline in the Russell-Tyler Schools?						
A. Improved		1		3		1
B. Worsened		3	5	14		2
C. Stayed the same	6	1	8	8	9	5
D. Other		3	1	7		10
Question 14: Is the communication between both parents and teachers or students and teachers adequate? Has this changed as a result of the pairing arrangement?						
A. Yes, it has improved.	2	3	8	8	4	6
B. No, it has become more difficult.	2	1	1	7	2	
C. Yes, it has remained the same			1	11	1	7
D. No, it has remained the same.	1	2	3	6	3	1
E. Other	1	1	1			4
Question 15: What are your greatest concerns with regard to maintaining or improving the strength of the Russell-Tyler schools four or five years from now?						
A. Quality of curriculum	4	3	10	21	4	7
B. The effect on the community spirit, with regard to sports						
C. How the towns will be affected						1
D. Other	2	3	3	9	6	10
Question 16: What is your overall opinion of how the pairing is working?						
A. Improved	6	7	11	14	5	11
B. Stayed the same				8	3	2
C. Worsened				6		
D. Other			3	6	1	5

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pairing and how the students have fared, would indicate that the majority of those interviewed felt that the students have benefited. It would appear that the feeling was that the Russell students have fared better than the Tyler students; twenty-one Tyler faculty said it has been a hardship for the Tyler students.

The responses to question 3, which asked how the teachers have fared, would indicate that teachers themselves feel that their workload and responsibilities have increased.

The responses to question 4, which asks how the communities have fared, drew a mixed response. An examination of those responses, however, would indicate that people do not feel that it has had any adverse effect on either Russell or Tyler.

Question 5, "What has been the effect on the students concerning the curriculum since the pairing and sharing arrangement?" was not asked by the interviewer at Russell. The responses by the Tyler Board members and the non-licensed staff at Tyler were mixed, while the Tyler teachers seem to feel that the students don't have as many options available to them now as before the pairing.

Question 6, which asks about student utilization of extra-curricular activities, brought about a variety of responses without any clear trend emerging. If any generalization could be drawn, it would be that no adverse conditions have developed with the extra-curricular program because of the pairing.

A look at question 7, which asks about the food service, would indicate that the food service is at least as good or better since the pairing.

An examination of the data collected as a response to question 8,

with regard to school health services, shows a set of responses that are so mixed that it can probably be concluded that the pairing has had little or no effect on the amount or quality of the school nursing.

Question 9 asks whether or not the availability of counseling services is adequate. The responses indicate a split opinion between the services being adequate and inadequate.

The 10th question dealt with the availability of library services. The responses from all the groups interviewed indicate that the libraries are not available as much now as before the pairing.

Question 11 asks about student transportation. The responses would indicate that, in the opinion of those interviewed, the students spend at least the same amount or more time on the bus than before the pairing.

Question 12 deals with the special education program. The responses would indicate that all groups believe that the special education program is at least as good or improved since the pairing.

Question 13 asks about discipline since the pairing. Thirty-seven of the respondents felt that discipline stayed the same, while 24 felt that it had worsened.

The response to question 14, with regard to parent-teacher and teacher-pupil communication, would indicate that it is at least as good as before, and 31 of the total number interviewed felt that is was improved.

Question 15 asks about the greatest concern about maintaining or improving the Russell-Tyler schools over the next five years. A sizable majority expressed concern about the quality of the curriculum. Other responses were scattered and are reported in Appendix C.

Question 16, which asks the overall opinion of how the pairing is working, prompted 54 of the interviewees to indicate that it is an

improvement, as opposed to only 6 who felt it was worse.

If any generalizations can be made from the data in Table 1, it would appear that: (1) the majority of the respondents see the pairing positively; (2) the Russell students gained more than the Tyler students; (3) the Russell staff is more positive toward the pairing than the Tyler staff; (4) and the library services have worsened since the pairing.

A study of the comments in Appendix C would indicate that there are some problems with the activity bus that runs from Tyler to Russell after the after school activities. The comments would also indicate that the budget cuts made before the 1982-83 school year were severe enough to off-set the gains in curriculum that had been made at the high school level. The comments would indicate that the benefits for middle school youth may be the greatest asset of the pairing.

It is the judgement of the interviewers that the school board members and the staff of the two districts see the pairing as a positive action which has benefited the curriculum available for the youth, especially the middle and high school age, in the two districts. No one seems to be suggesting that it be discontinued.

CHAPTER THREE

The Patron Interviews

On Thursday, May 5, 1983, 54 patrons from Tyler and 11 from Russell were interviewed concerning their attitudes toward the pairing of the Russell-Tyler Districts.

The development of the patron interviews was as follows: (1) the construction of the interview questions by the Bureau of Field Study staff at Mankato State (see Appendix D); (2) the selection of a random sample of 60 patrons from the Tyler School District and 30 from the Russell School District; (3) the selection of a list of alternates for the interviews; (4) the decision to conduct the interviews in groups of five or six at the schools; (5) the mailing of a letter of invitation, with a description of the study, to each person and their alternates selected for interviews (see Appendix E); (6) the decision to have Dr. Robert Utermohlen, a professor of Educational Administration from Mankato State University, and the members of his spring quarter community relations class conduct the interviews.

Table 2 presents a tabulation of the results of the interviews. Two conditions need to be mentioned with regard to the data presented: (1) the random sample broke down because so many of those selected for interviews and their alternates were unable to attend. The school secretaries were then asked to call people without regard to randomness in order to get enough patrons for the interviews; (2) the tabulations presented in the table are the result of some judgements and generalizations drawn from the community interviews. In the group interview

Table 2

A Tabulation of Interviews
With Community Members
from Russell and Tyler

Responses	Russell	Tyler
Question 1: What is your overall impression of the Russell-Tyler pairing?		
A. It has been favorable.	10	51
B. It has been unfavorable	1	2
C. No change	0	0
D. I don't know	0	0
Question 2: In your opinion, how have students fared in the pairing arrangement?		
A. It has been an improvement for Russell students.	8	31
B. It has been a hardship for Russell students.	1	0
C. It has been an improvement for Tyler students.	0	9
D. It has been a hardship for Tyler students.	0	0
E. Budget cuts have taken away some of the advantages of pairing.	0	1
F. I don't know	2	4
G. No change	0	9
Question 3: How has the pairing affected the teachers?		
A. It has increased their workload and responsibility.	1	13
B. They have fared o.k.	4	25
C. I don't know.	6	16

Responses	Russell	Tyler
Question 4: How has the pairing affected the communities involved? (Provide background)		
A. It has been an asset to Tyler.	5	6
B. It has been an asset to Russell.	0	2
C. No change	2	2
D. It has not been beneficial to Tyler.	0	2
E. It has not been beneficial to Russell.	0	4
F. It has been beneficial to both Russell and Tyler.	4	38
G. It has not been beneficial to either community.	0	0
H. Other	0	0
Question 5: What have been some of the major changes in extra-curricular activities such as sports and music?		
A. They have more options available.	10	34
B. It has not affected them.	0	7
C. They don't have as many options available.	0	9
D. I don't know.	1	4
Question 6: Have you noticed any change in the food service available to students?		
A. Worsened, not the same quality or quantity.	4	0
B. Improved, better quality and quantity.	0	35
C. It has not changed.	4	12
D. I don't know.	3	7
Question 7: Have you noticed any change in health services available to students?		
A. Yes, improved	4	17
B. Yes, stayed the same	4	7
C. Yes, worsened	0	23
D. I don't know.	3	7

Responses	Russell	Tyler
Question 8: Have you noticed any change in the counseling services?		
A. Yes	5	14
B. No	1	18
C. I don't know.	5	22
Question 9: Have you noticed any change in the library services provided the students?		
A. Yes, the library is not available as much.	4	13
B. No, it has stayed the same.	0	12
C. Yes, the library is open more time.	0	0
D. I don't know.	7	29
Question 10: Have you noticed any change in the transportation services provided?		
A. They spend about an equal time on bus.	3	7
B. Students spend more time on bus.	8	37
C. I don't know.	0	10
Question 11: Have you noticed any change in the special education programs provided.		
A. Yes, improved services	4	0
B. Yes, the quality has gone down.	0	5
C. No, it has stayed the same.	5	22
D. I don't know.	2	27

Responses	Russell	Tyler
Question 12: What are your impressions of discipline in the Russell-Tyler schools?		
A. Improved	1	4
B. Worsened	3	9
C. Stayed the same	4	23
D. I don't know.	3	18
Question 13: Is the communication between parents and teachers adequate?		
A. Yes	9	9
B. No, it has become more difficult.	0	10
C. Yes, it has remained the same.	0	25
D. No, it has remained the same.	0	0
E. I don't know.	2	10
Question 14: Is the communication between students and teachers adequate?		
A. Yes	1	14
B. No, it has become more difficult.	1	2
C. Yes, it has remained the same.	5	13
D. No, it has remained the same.	0	16
E. I don't know.	4	9
Question 15: What improvements would you like to see in the Russell-Tyler schools four or five years from now?		
A. Curriculum	0	33
B. Stability	10	10
C. Communities working together	0	4
D. Middle school	0	0
E. I don't know	1	0
F. Elementary improved	0	7

Responses	Russell	Tyler
Question 16: What are the strengths of the Russell-Tyler Schools?		
A. Quality of curriculum	3	20
B. The effect on the community spirit, with regard to sports.	4	21
C. How the towns will be affected	2	4
D. Lack of stability	1	0
E. I don't know.	1	4
F. Other	0	5
Question 17: Do you see the pairing arrangement expanding in the future?		
A. Yes	2	39
B. No	9	4
C. Consolidation	0	6
D. I don't know	0	5

process, results were more general than with individual responses to survey instruments.

Comments made during the interviews with the community that could not be categorized into the responses listed in Table 2 are included in Appendix F.

Question 1, which asks for the overall impression of the pairing, shows that an overwhelming majority of those interviewed in both communities believe that the pairing is favorable.

Of those responding to question 2, which asks how students have fared, the majority from both communities feel that the Russell students have benefitted the most.

Question 3 asked how teachers fared. The responses are scattered; fourteen feel that faculty workload has increased, 29 feel that faculty have fared o.k., and 22 indicated that they didn't know.

Question 4, which asks how the communities have fared, brought a varied response, but 42 of the 65 interviewed said it had been beneficial to both Russell and Tyler. Like the staff, the community people did not seem to feel that there had been an adverse effect on either community.

Those responding to question 5, which dealt with extra-curricular, indicated by a large majority from both communities that there are more options available.

Question 6, which asks about the food service, found a solid majority saying it had improved.

Number 7 asks about the health services. Twenty-three (all from Tyler) say it has worsened, 21 say it has improved, eleven say it has stayed the same, and 10 say they don't know. Probably no generalizations can be

drawn from such a varied response.

Question 8, which asks about counseling services, drew a varied response.

Question 9, which asks about the library services, found 36 saying that they didn't know and 17 saying it is not available as much.

Question 10, which dealt with transportation, found 45, a big majority, responding that students spend more time on the bus.

Most of those responding to question 11, which dealt with special education, either responded that the services had stayed the same or that they didn't know.

With regard to discipline, as asked in question 12, the majority responded that either it had stayed the same or that they didn't know.

The response to question 13 about the adequacy of communication between parents and teachers indicated that the majority felt these communications were adequate. Only 10 people felt that communication between parents and teachers was more difficult.

Question 14 asks whether the communication between students and teachers was adequate. Eighteen indicated that it was adequate and about the same as before the pairing. Sixteen said it was not adequate, but that it was about the same as before the pairing. Fifteen indicated that it was adequate.

Question 15 asks what improvements they would like to see four to five years from now. Thirty-three from Tyler indicated curriculum, 20 indicated stability, 4 said communities working together, seven said elementary improved, and 1 said they didn't know.

Question 16, which asks about the strengths of the Russell-Tyler schools, found 23 saying the curriculum, 25 saying the effect on the

community spirit with regard to sports, and other scattered responses.

Question 17 asked if they saw the pairing expanding in the future. Nine from Russell and 4 from Tyler said no, while 39 from Tyler and only 2 from Russell said yes.

It is the judgement of the staff of the Bureau of Field Study and Research that three major generalizations can be drawn from a study of the data presented in Table 2; (1) there is a generally very positive attitude toward the pairing and the curriculum that has been developed, (2) there is a feeling that the youth from Russell have benefited more than those from Tyler, and (3) the Tyler patrons are more interested in expanding the pairing than are those from Russell.

In reviewing the comments from the community members that are included in Appendix F, it should be noted that some patrons, like the staff, are concerned about the coordination of the activity bus. There seems to be some concern about communication as the comments in response to question 13 would indicate. Both staff and patrons frequently mentioned the differing philosophies on discipline between the middle school and the high school; the staff of the Bureau of Field Study and Research can't, however, discern whether or not this is perceived as just a fact or if it is perceived to be both a fact and a problem.

It is the feeling of the staff of the Bureau of Field Studies that the patrons of both districts see the pairing as positive with a few small, but irritating, problems that need improving. However, it would seem that the support from Russell is "softer" than that from Tyler and that any major moves toward further pairing or consolidation needs to be considered very carefully and the patrons at Russell need to be consulted and involved if their support is to be gained.

CHAPTER FOUR

The Student Survey

During the week of May 16, 1983, a student questionnaire was administered to all students in grades 6 through 12 in the English classes. The English classes were selected as all students in those grades are required to take English. The questionnaire (see Appendix G) contained 36 items to which students were to respond on a computer answer sheet.

The first four questions asked grade level, sex, and school district of the student. Three hundred thirty-seven students responded to the survey, 127 from the middle school and 210 from the high school. One hundred seventy-nine of the students indicated that they were male and 154 female, while 4 did not respond to this question. There were 39 sixth graders, 51 seventh graders, 37 eighth graders, 49 ninth graders, 51 tenth graders, 52 eleventh graders and 59 twelfth graders.

One hundred nine of the students indicated that they reside in the Russell district and 225 said they lived in the Tyler district, while 3 failed to respond.

Item 5 on the questionnaire asked whether the student lived on the farm or in town. Of those responding, 202 said they lived on a farm and 132 said they lived in town.

Table 3 presents the number and percentage of students responding to items 6 through 36 on the questionnaire.

An examination of Table 3 shows that 68.2 percent of those responding to item 6 felt that a lack of money was the reason for the pairing. The responses to item 7 indicate that there was a mixed first impression to

Table 3

A Tabulation of the Student Responses
to the Questionnaire by Number
And by Percentage

Responses	Number	Percentage
Question 6: Why Russell-Tyler pairing necessary		
A. Lack of money	230	68.2
B. More classes offered	31	9.2
C. More extra curricular	28	8.3
D. Other or don't know	38	11.3
Question 7: First impression of pairing		
A. Looked forward to it	92	27.3
B. O.K.	95	28.2
C. Didn't like it	101	30.0
D. Didn't care	41	12.2
Question 8: Present impression of pairing		
A. Enjoy it	205	60.8
B. O.K.	102	30.3
C. Dislike it	14	4.2
D. Don't care	14	4.2
Question 9: Quality of the pairing experience		
A. Favorable	305	90.5
B. Unfavorable	29	8.6

Responses	Number	Percentage
Question 10: Nurse is available as often as needed		
A. Better	75	22.3
B. No change	171	50.7
C. Worse	88	26.1
D. No response	3	.9
Question 11: School counselor available as needed		
A. Better	72	21.4
B. No change	225	66.8
C. Worse	36	10.7
D. No response	4	1.2
Question 12: Difficult to get to know teachers		
A. Better	71	21.1
B. No change	221	65.6
C. Worse	39	11.6
D. No response	6	1.8
Question 13: Time on bus is reasonable		
A. Better	37	11.0
B. No change	136	40.1
C. Worse	135	40.0
D. No response	29	8.6

Responses	Number	Percentage
Question 14: Able to take classes desired		
A. Better	71	21.1
B. No change	175	51.9
C. Worse	86	25.5
D. No response	5	1.5
Question 15: Able to use library as needed		
A. Better	92	27.3
B. No change	124	36.8
C. Worse	116	34.4
D. No response	5	1.5
Question 16: Able to make friends at paired school		
A. Better	267	79.2
B. No change	60	17.8
C. Worse	8	2.4
D. No response	2	.6
Question 17: Able to get to after school events		
A. Better	52	15.4
B. No change	205	60.8
C. Worse	73	21.7
D. No response	7	2.1

Responses	Number	Percentage
Question 18: Able to participate in sports		
A. Better	88	26.1
B. No change	215	63.8
C. Worse	28	8.3
D. No response	6	1.8
Question 19: Teachers are interested in students		
A. Better	29	8.6
B. No change	248	73.6
C. Worse	55	16.3
D. No response	5	1.5
Question 20: My school has many rules		
A. Better	50	14.8
B. No change	198	58.8
C. Worse	86	25.5
D. No response	3	.9
Question 21: Easy to get involved in sports		
A. Better	58	17.2
B. No change	233	69.1
C. Worse	35	10.4
D. No response	11	3.3

Responses	Number	Percentage
Question 22: Teachers enjoy their subjects		
A. Better	92	27.3
B. No change	203	60.2
C. Worse	37	11.0
D. No response	5	1.5
Question 23: Am interested in what goes on at school		
A. Better	129	38.3
B. No change	170	50.4
C. Worse	34	10.1
D. No response	4	1.2
Question 24: Able to talk to teachers about concerns		
A. Better	68	20.2
B. No change	208	61.7
C. Worse	56	16.6
D. No response	5	1.5
Question 25: Difficult to get involved in music		
A. Better	59	17.5
B. No change	212	62.9
C. Worse	52	15.4
D. No response	14	4.2

Responses	Number	Percentage
Question 26: Can get extra help for problems		
A. Better	67	19.9
B. No change	215	63.8
C. Worse	48	14.2
D. No response	7	2.1
Question 27: Like eating lunch at school		
A. Better	103	30.6
B. No change	113	33.5
C. Worse	109	32.3
D. No response	12	3.6
Question 28: Parents know more about how school runs		
A. Better	90	26.7
B. No change	173	51.3
C. Worse	66	19.6
D. No response	8	2.4
Question 29: T-A groups are helpful		
A. Better	83	24.6
B. No change	43	12.8
C. Worse	12	3.6
D. No response	199	59.1

Responses	Number	Percentage
Question 30: Like going to Russell Middle School		
A. Better	90	26.7
B. No change	27	8.0
C. Worse	12	3.6
D. No response	208	61.7
Question 31: School classes are crowded		
A. Better	31	9.2
B. No change	134	39.8
C. Worse	54	16.0
D. No response	118	35.0
Question 32: Students and communities get along well		
A. Better	109	32.3
B. No change	87	25.8
C. Worse	26	7.7
D. No response	115	34.1
Question 33: Discipline is strict		
A. Better	30	8.9
B. No change	100	29.7
C. Worse	92	27.3
D. No response	115	34.1

Responses	Number	Percentage
Question 34: There are enough social activities		
A. Better	45	13.4
B. No change	128	38.0
C. Worse	49	14.5
D. No response	115	34.1
Question 35: Classes needed and wanted are offered		
A. Better	47	13.9
B. No change	93	27.6
C. Worse	78	23.1
D. No response	119	35.3
Question 36: Like going to senior high school		
A. Better	110	32.6
B. No change	84	24.9
C. Worse	16	4.7
D. No response	127	37.7

the pairing with 30 percent not liking it while 27.3 percent looked forward to it. Question 8, which dealt with the present impression, shows that a sizeable majority of 60.8 percent now enjoy it and only 4.2 dislike it. The responses to question 9 show that 90.5 percent of the students responding to the question have a favorable attitude toward the pairing and only 8.6 percent have an unfavorable attitude.

Examination of question 10 shows that half the students felt that there was no change in school nursing services. In response to question 11, 66.8 percent felt the counseling services were the same as before the pairing. Better than 65 percent of the students felt that there was no change in the ability to get acquainted with their teachers as seen in the response to question 12.

As seen in the responses to question 13, a rather high percentage, 40.1, felt that transportation services were worse than before the pairing. This may have been expected because of the added transportation necessary between the paired communities.

Eighty-six students responding to question 14 felt that they were less able to take the classes they wanted although 71 students thought they were more able to take the classes desired. According to the students, the library services are about the same or worse than before the pairing as seen from question 15.

Two hundred sixty-seven students or 79.2 percent indicated on question 16 that making new friends was better than before the pairing while only 8, or 2.4 percent, indicated that it was worse.

Two hundred five students or 60.8 percent responding to question 17 said that there was no change in getting to after school events while 21.7 percent said it was worse and 15.4 percent said it was better.

Although it might have been anticipated that participation in sports would be more difficult, only 8.3 percent of those responding to question 18 indicated that it was worse, and 63.8 percent felt that there was no change.

Question 19 asked if the teachers seemed to be personally interested in the students. The majority, 73.6 percent, seemed to feel that the pairing didn't make any changes in this area.

As seen from question 20, 25.5 percent of the students felt that the rules in school were worse since the pairing, but 14.8 percent felt that the rules were better.

Question 21 asked if it had been difficult to get involved in sports. 69.1 percent felt that there was no change, 17.2 percent felt that it was better and 10.4 percent felt it was worse. 60.2 percent felt that there was no change since the pairing with regard to the teachers enjoying their subjects, as seen in question 22.

Question 23 asked about the students' interest in what goes on in school. One hundred twenty-nine or 38.3 percent felt that this interest was better while only 10.1 percent felt that it was worse.

Question 24 asked if they could talk to their teachers about their concerns. 20.2 percent said it was better and 16.6 percent said worse.

A big majority, 62.9 percent, said there was no change with regard to getting involved in music as seen in question 25.

Most of the students responding to question 26 (63.8 percent) felt that there was no difference in getting extra help with their problems while 19.9 percent felt it was better and 14.2 percent felt it was worse.

When asked if they liked to eat lunch at school in question 27, approximately one-third said it was better, one-third said it was worse

and one-third said there was no change.

Of the students responding to question 28, 26.7 percent said that their parents know more about how the school runs since the pairing.

On item 29, which asks about the T-A groups, only the middle school youngsters were to respond. Eighty-three said the T-A groups were better and only 12 said they were worse.

Ninety of the middle school youngsters said in response to question 30 that they liked to go to the middle school and only 12 indicated that they did not.

When the high school youth were asked in question 31 about crowded classes, 54 said they were worse since the pairing and 31 said they were better.

One hundred nine of the high school students felt that the students and communities get along better since the pairing and only 26 felt that it was worse as seen in question 32.

When asked whether the discipline was strict in the high school in question 33, 100 said there was no change, 92 said it was worse and 32 said it was better.

Question 34 asked the high school students whether there were enough social activities. The majority, 128, felt there was no change, 45 felt it was better and 49 said it was worse.

Seventy-eight high school youth indicated in question 35 that the class offerings they needed and wanted were worse since the pairing, while 47 felt they were better and 93 saw no change.

In question 36, 110 of the high school students indicated that they like school better and only 16 indicated that they like school less.

Table 4 presents a tabulation of the student responses to the

Table 4

A Tabulation of the Student Responses
by Number and by Percentage
by Gender, by School,
by District, and by
Rural or Town

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 6: Why Russell-Tyler pairing necessary								
Lack money	119/68.0	109/73.2	77/64.7	152/73.8	75/70.1	154/70.6	145/73.2	84/65.6
More classes	19/10.9	12/8.1	6/5.0	25/12.1	13/12.1	18/8.3	19/9.6	12/9.4
More extracurric.	17/9.7	11/7.4	13/10.9	15/7.3	9/8.4	19/8.7	18/9.1	10/7.8
Don't know	20/11.4	17/11.4	23/19.3	14/6.8	10/9.3	27/12.4	16/8.1	22/17.2
Question 7: First impression of pairing								
Looked forward	45/25.6	46/30.5	42/35.6	50/23.8	25/23.1	67/30.5	55/27.6	37/28.9
O.K.	53/30.1	41/27.2	34/28.8	60/28.6	31/28.7	63/28.6	59/29.6	35/27.3
Didn't like it	49/27.8	52/34.4	30/25.4	71/33.8	41/38.0	60/27.3	62/31.2	38/29.7
Didn't care	29/16.5	12/7.9	12/10.2	29/13.8	11/10.2	30/13.6	23/11.6	18/14.1

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 8: Present impression of pairing								
Enjoy it	100/56.2	103/66.9	77/62.6	127/60.5	50/45.9	154/68.8	122/60.4	81/61.8
O.K.	59/33.1	42/27.3	41/33.3	60/28.6	45/41.3	56/25.0	60/29.7	42/32.1
Dislike it	9/5.1	5/3.2	2/1.6	12/5.7	8/7.3	6/2.7	10/5.0	4/3.1
Don't care	10/5.6	4/2.6	3/2.4	11/5.2	6/5.5	8/3.6	10/5.0	4/3.1
Question 9: Quality of pairing experience								
Favorable	161/89.9	142/92.8	119/96.7	185/88.1	93/85.3	211/94.2	180/89.6	123/93.9
Unfavorable	18/10.1	11/7.2	4/3.3	25/11.9	16/14.7	13/5.8	21/10.4	8/6.1
Question 10: Nurse is available as often as needed								
Better	41/23.0	33/21.4	17/13.9	57/27.0	46/42.2	28/12.5	46/22.8	29/22.1
No change	98/55.1	72/46.8	42/34.4	129/61.1	50/45.9	121/54	101/50.0	69/52.7
Worse	39/21.9	49/31.8	63/51.6	25/11.8	13/11.9	75/33.5	55/27.2	33/25.2

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 11: School counselor available as needed								
Better	42/23.5	30/19.6	24/19.7	48/22.7	35/32.1	37/16.5	49/24.3	22/16.9
No change	118/65.9	107/69.9	84/68.9	141/66.8	65/59.6	160/71.4	129/63.9	96/73.8
Worse	19/10.6	16/10.5	14/11.5	22/10/4	9/8.3	27/12.1	24/11.9	12/9.2
Question 12: Difficult to get to know teachers								
Better	42/23.6	29/19.1	40/33.1	31/14.8	20/18.3	51/23.0	39/19.3	32/25.0
No change	115/64.6	105/69.1	75/62.0	146/69.5	59/54.1	162/73.0	137/67.8	83/64.8
Worse	21/11.8	18/11.8	6/5.0	33/15.7	30/27.5	9/4.1	26/12.9	13/10.2
Question 13: Time on bus is reasonable								
Better	27/15.9	10/7.3	20/17.1	17/8.9	7/6.7	30/14.7	18/9.1	19/17.4
No change	69/40.6	66/48.2	46/39.3	90/47.1	34/32.7	102/50.0	81/40.9	55/50.5
Worse	74/43.5	61/44.5	51/43.6	84/44.0	63/60.6	72/35.3	99/50.0	35/32.1

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 14: Able to take classes desired								
Better	44/24.7	27/17.6	16/13.1	55/26.2	32/29.4	39/17.5	43/21.3	27/20.9
No change	88/49.4	87/56.9	85/69.7	90/42.9	56/51.4	119/53.4	102/50.5	73/56.6
Worse	46/25.8	39/25.5	21/17.2	65/31.0	21/19.3	65/29.1	57/28.2	29/22.5
Question 15: Able to use library as needed								
Better	55/30.9	37/24.2	65/53.3	27/12.9	28/25.7	64/28.7	46/22.8	45/34.9
No change	68/38.2	56/36.6	35/28.7	89/42.4	48/44.0	76/34.1	76/37.6	48/37.2
Worse	55/30.9	60/39.2	22/18.0	94/44.8	33/30.3	83/37.2	80/39.6	36/27.9
Question 16: Able to make friends at paired school								
Better	132/74.2	133/86.4	99/81.1	167/79.1	80/73.4	186/83.0	162/80.2	105/80.2
No change	43/24.2	17/11.0	19/15.6	41/19.4	23/21.1	37/16.5	34/16.8	25/19.1
Worse	3/1.7	4/2.6	4/3.3	3/1.4	6/5.5	1/.4	6/3.0	1/.8

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 17: Able to get to after school events								
Better	29/16.4	23/15.0	29/23.8	23/11.0	12/11.0	40/18.0	29/14.4	22/17.2
No change	111/62.7	92/60.1	69/56.6	135/64.6	44/40.4	160/72.1	118/58.4	86/67.2
Worse	36/20.3	37/24.2	23/18.9	50/23.9	52/47.7	21/9.5	53/26.2	20/15.6
Question 18: Able to participate in sports								
Better	52/29.5	36/23.5	72/59.5	16/7.7	20/18.5	68/30.6	43/21.4	44/34.1
No change	112/63.6	101/66.0	40/33.1	174/83.3	70/64.8	144/64.9	136/67.7	79/61.2
Worse	12/6.8	16/10.5	9/7.4	19/9.1	18/16.7	10/4.5	22/10.9	6/4.7
Question 19: Teachers are interested in students								
Better	13/7.3	16/10.5	14/11.5	15/7.1	8/7.3	21/9.4	17/8.4	12/9.3
No change	135/75.8	112/73.2	101/82.8	147/70.0	77/70.6	171/76.7	147/72.8	100/77.5
Worse	30/16.9	25/16.3	7/5.7	48/22.9	24/22.0	31/13.9	38/18.8	17/13.2

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 20: My school has many rules								
Better	31/17.4	19/12.3	26/21.3	24/11.4	17/15.6	33/14.7	30/14.9	20/15.4
No change	105/59.0	92/59.7	92/75.4	106/50.2	52/47.7	146/65.2	118/58.4	79/60.8
Worse	42/23.6	43/27.9	4/3.3	81/38.4	40/36.7	45/20.1	54/26.7	31/23.8
Question 21: Easy to get involved in sports								
Better	29/16.7	29/19.2	38/31.7	20/9.7	22/20.6	36/16.4	31/15.7	27/21.3
No change	126/72.4	106/70.2	72/60.0	161/78.2	64/59.8	169/77.2	141/71.2	91/71.7
Worse	19/10.9	16/10.6	10/8.3	25/12.1	21/19.6	14/6.4	26/13.1	9/7.1
Question 22: Teachers enjoy their subjects								
Better	52/29.4	39/25.5	56/46.3	35/16.7	30/27.5	61/27.5	58/28.9	33/25.4
No change	110/62.1	92/60.1	63/52.1	140/66.7	64/58.7	139/62.6	118/58.7	85/65.4
Worse	15/8.5	22/14.4	2/1.7	35/16.7	15/13.8	22/9.9	25/12.4	12/9.2

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 23: Am interested in what goes on in school								
Better	55/31.1	74/48.1	59/48.8	70/33.2	39/35.8	90/40.4	75/37.3	53/40.8
No change	99/55.9	69/44.8	54/44.6	115/54.5	54/49.5	115/51.6	106/52.7	63/48.5
Worse	23/13.0	11/7.1	8/6.6	26/12.3	16/14.7	18/8.1	20/10.0	14/10.8
Question 24: Able to talk to teachers about concerns								
Better	34/19.3	34/22.1	36/30/0	32/15.2	16/14.8	52/23.3	38/19.0	30/23.1
No change	116/65.9	90/58.4	73/60.8	134/63.5	65/60.2	142/63.7	126/63.0	80/61.5
Worse	26/14.8	30/19.5	11/9.2	45/21.3	27/25.0	29/13.0	36/18.0	20/15.4
Question 25: Difficult to be involved in music								
Better	27/16.0	31/20.4	33/28.0	25/12.3	17/16.7	41/18.6	36/18.5	23/18.1
No change	108/63.9	103/67.8	72/61.0	140/68.6	65/63.7	147/66.8	126/64.6	85/66.9
Worse	34/20.1	18/11.8	13/11.0	39/19.1	20/19.6	32/14.5	33/16.9	19/15.0

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 26: Can get extra help for problems								
Better	35/20.0	31/20.3	43/36.1	23/11.0	16/15.1	50/22.4	36/18.0	31/24.0
No change	119/68.0	95/62.1	74/62.2	141/67.1	66/62.3	149/66.8	131/65.5	83/64.3
Worse	21/12.0	27/17.6	2/1.7	46/21.9	24/22.6	24/10.8	33/16.5	15/11.6
Question 27: Like eating lunch at school								
Better	58/33.3	43/28.9	53/45.3	49/23.7	19/17.6	83/38.4	54/27.6	48/37.5
No change	53/30.5	60/40.3	53/45.3	60/29.0	37/34.3	76/35.2	71/36.2	42/32.8
Worse	63/36.2	46/30.9	11/9.4	98/47.3	52/48.1	57/26.4	71/36.2	38/29.7
Question 28: Parents know more about how school runs								
Better	35/20.2	54/35.1	42/35.3	47/22.5	19/17.6	70/31.8	45/22.6	44/34.4
No change	99/57.2	73/47.4	61/51.3	112/53.6	52/48.1	121/55.0	111/55.8	62/48.4
Worse	39/22.5	27/17.5	16/13.4	50/23.9	37/34.3	29/13.2	43/21.6	22/17.2

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 29: T/A Groups are helpful								
Better	43/58.9	40/61.5	79/66.4	N/A	26/63.4	57/58.8	47/59.5	36/62.1
No change	24/32.9	19/29.2	31/26.1	N/A	8/19.5	35/36.1	22/27.8	20/34.5
Worse	6/8.2	6/9.2	9/7.6	N/A	7/17.1	5/5.2	10/12.7	2/3.4
Question 30: Like going to Russell Middle School								
Better	43/59.7	47/82.5	87/73.1	N/A	27/69.2	63/70.0	50/68.5	39/70.9
No change	19/26.4	8/14.0	22/18.5	N/A	7/17.9	20/22.2	17/23.3	10/18.2
Worse	10/13.9	2/3.5	10/8.4	N/A	5/12.8	7/7.8	6/8.2	6/10.9
Question 31: School classes are crowded								
Better	14/12.0	17/17.2	N/A	29/14.3	8/10.4	23/16.4	20/14.4	11/14.1
No change	74/63.2	57/57.6	N/A	125/61.6	50/64.9	82/58.6	79/56.8	53/67.9
Worse	29/24.8	25/25.3	N/A	49/24.1	19/24.7	35/25.0	40/28.8	14/17.9

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 32: Students and communities get along well								
Better	48/40.7	61/59.8	N/A	104/50.7	28/36.8	81/55.9	66/47.1	43/53.1
No change	53/44.9	32/31.4	N/A	77/37.6	34/44.7	52/35.9	55/39.3	31/38.3
Worse	17/14.4	9/8.8	N/A	24/11.7	14/18.4	12/8.3	19/13.6	7/8.6
Question 33: Discipline is strict								
Better	15/13.0	15/14.2	N/A	28/13.7	10/12.7	20/14.0	23/16.2	7/8.8
No change	54/47.0	46/43.4	N/A	86/42.2	22/27.8	78/54.5	65/45.8	35/43.8
Worse	46/40.0	45/42.5	N/A	90/44.1	47/59.5	45/31.5	54/38.0	38/47.5
Question 34: There are enough social activities								
Better	25/21.4	19/18.3	N/A	42/20.5	16/20.3	29/20.3	33/23.2	12/15.0
No change	74/63.2	54/51.9	N/A	116/56.6	50/63.3	78/54.5	83/58.5	45/56.3
Worse	18/15.4	31/29.8	N/A	47/22.9	13/16.5	36/25.2	26/18.3	23/28.8

Table 4 (continued)

Responses	Male	Female	Middle School	High School	Russell	Tyler	Farm	Town
Question 35: Classes needed and wanted are offered								
Better	32/27.4	15/15.0	N/A	45/22.1	24/32.0	23/16.1	32/23.2	15/18.8
No change	54/46.2	39/39.0	N/A	85/41.7	33/44.0	60/42.0	54/39.1	39/48.8
Worse	31/26.5	46/46.0	N/A	74/36.3	18/24.0	60/42.0	52/37.7	26/32.5
Question 36: Like going to senior high school								
Better	52/47.3	57/58.2	N/A	107/53.5	30/42.3	80/58.0	65/50.0	45/57.0
No change	48/43.6	35/35.7	N/A	78/39.0	31/43.7	52/37.7	57/43.8	26/32.9
Worse	10/9.1	6/6.1	N/A	15/7.5	10/14.1	6/4.3	8/6.2	8/10.1

questionnaire by number and by percentage to items 6 through 36 for each of the populations identified in items 1 through 5. These populations are by gender; by the school, either middle school or high school; by district, Russell or Tyler; and by farm or town.

This report will not make any attempt to comment or interpret the data for each question or for each population, but will instead let the reader draw his/her own generalizations. The report will, however, highlight the data in the table that seems to strongly support the pairing or those items that seem to point to areas needing improvement.

In looking at items 6 through 9, which basically deal with the overall attitudes toward the pairing, it can be noted that all of the populations believe that the pairing was because of a lack of money, that all were initially somewhat apprehensive about it, but now, after two years are overwhelmingly in favor of it.

As might be expected, question 13 shows that the Russell students and the farm students see the time on the bus as less reasonable than before the pairing.

From an examination of the data collected in item 14, which asked if students are able to get the classes that they desired, it can be noted that those students from Russell are more positive than are those from Tyler.

Item 15, which asks about the library services, shows that the middle school youngsters feel that the library is better while the high school youngsters feel it is worse, which probably reflects the attitudes toward the reduction in the amount of time the libraries are available to the students in the two schools.

Item 16, which asked about the ability to make friends, finds all

the populations feeling that the situation improved. This shows that the students have been able to make the adjustment to the pairing with ease.

Typically, those who are opposed to pairing fear that students won't be able to participate in sports. Item 18 shows that a vast majority of all the groups in this study felt that the ability to participate was either as good or better than before the pairing. This too substantiates that the students have been able to adjust to the pairing without feeling left out.

Another interesting generalization that can be drawn from Table 4 is in item 23 where all five groups show high numbers and percentages who say they are more interested in what goes on in school than before the pairing.

Item 24 shows that 30 percent of the middle school youngsters are better able to talk to their teachers about their concerns. It could probably be assumed that this is because of the T-A groups and the class rapport the faculty develop with the students.

Item 27 shows 45.3 percent of the middle school students think school lunch is better and 47.3 percent of the high school youth think it is worse. 38.4 percent of the Tyler students think it has improved and 48.1 percent of the Russell students think it is worse. This data would seem to indicate that the lunch program at Russell is superior to the one at Tyler.

Items 29 and 30 were to be responded to only by the middle school students. The responses indicate that these young folks from all five groups are very positive toward the T-A groups and toward the middle school.

Items 31 through 36 were for the high school only. Six items seem sufficiently significant to point out: (1) more than 50 percent of the Tyler youngsters feel that the students and communities get along better than before the pairing while only about 37 percent of the Russell students feel that the student community relations are improved; (2) the girls feel more positive than the boys about the student/community relations; (3) nearly 60 percent of the Russell youngsters feel that discipline is worse since the pairing while only 31.5 percent of the Tyler students share that feeling; (4) 29.8 percent of the girls as opposed to 15.4 percent of the boys feel that the social activities are worse than before the pairing and 25 percent of the Tyler students as opposed to only 16.5 percent of the Russell students feel that the social activities are worse; (5) the Russell students feel considerably more positive toward the class offerings in the high school than do the Tyler youngsters; and (6) all the groups feel better about the high school than they did before the pairing.

The survey team would conclude that the data presented in Tables 3 and 4 develops a very positive attitude toward the pairing on the part of the students. It can be further concluded that the greatest fears that people generally have about pairing or reorganization have been overcome by the students; the students are making friends, participating in school activities, enjoying school, and for the most part getting the curriculum that they feel they want and/or need.

CHAPTER FIVE

Summary

In reviewing the data from the staff interview, the community interviews, and the student questionnaire, the survey team makes the following summarizing statements:

1. The majority of all three groups--the staff, community members, and the students--see the pairing as favorable.

2. The students from the Russell school district have probably benefitted from an improved curriculum more than those from the Tyler district.

3. Both the middle school and high school youth have been able to adapt to the changes and do not feel any lack of opportunity to become involved in either the curricular or extra-curricular program.

4. The students feel generally more positive toward school now than before the pairing.

5. The budget cuts made at the end of the first year of the pairing have weakened the library services and the senior high school class offerings.

6. On the basis of the attitudes of all the groups, the pairing ought to be continued.

APPENDIX A

APPENDIX A

Russell-Tyler Public Schools

PER Committee
Group I

Nominal Group Technique
Dr. James Redfield-Leader

Question: What are the strengths, areas of excellence, and effective aspects of the elementary, middle school, and secondary schools in Tyler?

Priority Points		Items
Vote I	Vote II	
9 (4th)	14 (4th)	1. Good relationship between the two school districts
8 (5th)	14 (4th)	2. Many support services available
7	Comb. w/#2	3. Strong Special Ed - preschool & parenting
4	0	4. Excellent Facilities
19 (1st)	19 (2nd)	5. Strong kindergarten
0	0	6. Good Middle School staff
11 (3rd)	17 (3rd)	7. Maintaining curriculum with pairing
0	0	8. Having Middle School in separate building
2	3	9. Elementary staff cooperation & rapport
0	0	10. Formation of PER committee
4	0	11. Departmentalization of Math, Reading, & Science of Elementary grades
5	4	12. Good High School English program
1	0	13. Maintaining College prep program
	0	14. Statewide, our school is generally above average
	0	15. Ability to maintain extra-curricular program
	0	16. In Russell Middle School, good rapport between teachers & students
0	0	17. Pairing have given the school bigger classes

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Vote I	Vote II	Items
0	Comb. w/#2	18. Maintaining a school counselor & nurse
7	6	19. Classes at HVCC probide job skills & career exploration
3	Comb. w/#19	20. Basic Training at HVCC
3	Comb. w/#1	21. Cooperation with Ruthton & Lake Benton
14 (2nd)	24 (1st)	22. Maintaining the lowest student:teacher ratio possible
0	0	23. Starting an introduction to computers
0	0	24. Volunteer Program (parents)
0	0	25. Thorough pre-school screening program
0	0	26. Good Phy-Ed program
0	0	27. Offering Adult Education (GED) program
4	4	28. Generally, have good responsible teachers
1	0	29. Teachers are maintaining good discipline
0	0	30. The administration has attended a program in improvement in classroom instruction
1	Comb. w/#5	31. Excellent kingergarten teacher & Pep program being utilized.
0	0	32. Good Grading System
0	0	33. Adequate Extra-curricular program
0	0	34. Preschool Handicap Program
0	0	35. Good Janitorial Services
0	0	36. Good Science Program

Russell-Tyler Public Schools

PER Committee
Group II

Nominal Group Technique
Dr. James Redfield-Leader

Question: What are the strengths, areas of excellence, and effective aspects of the elementary, middle school, and secondary schools in Tyler?

Priority Points		Items
Vote I	Vote II	
4	7 (5th)	1. Strong HVCC program
3	Comb. w/#1	2. Having HVCC at Tyler
1	3	3. Academic sharing with Ruthton
7	12 (3rd)	4. School Counselor
17 (2nd)	17 (2nd)	5. Excellent Kindergarten program & teacher
8 (3rd)	6	6. Size of school (students)
8 (3rd)	4	7. Good LD program in all schools
0	0	8. Middle school students have their own identity
0	0	9. TA program in middle school
4	Comb. w/#4	10. Special need services
5	5	11. Maintaining curricular w ith pairing
8 (3rd)	10 (4th)	12. Maintaining the lowest possible student:teacher ratio
0	0	13. Improved hot lunch program
0	0	14. Statewide, our school is above average
0	0	15. Good Music program
0	0	16. Good discipline
0	0	17. Good transportation

Vote I	Vote II	Items
0	0	18. Parent Volunteer Program
0	0	19. Extra-curricular volunteers
0	0	20. Well maintained buildings & grounds
0	0	21. Maintaining extra-curricular program
0	0	22. Mr. Hummell, English - Excellent
4	5	23. Good student acceptance of pairing
2	1	24. Good student-teacher rapport in middle school
0	0	25. Good elementary economics program
0	0	26. Adult Education (GED) program
15 (1st)	19 (1st)	27. Have many good, responsible teachers
0	0	28. PER committee
0	0	29. Good availability to classroom materials
0	0	30. Accessability to athletic complex
1	1	31. Elementary staff developing a new reading program in Russell-Tyler
0	0	32. Public involvement and input into Tyler schoo
0	0	33. Good Title I program due to pairing
0	0	34. Good summer school program

Russell-Tyler Public Schools

Joint Pairing Advisory Committee
February 18, 1983

Nominal Group Process
Dr. James Redfield-Leader

Question: In your judgement, what are the major issues, problems, and concerns facing the paired schools of Russell and Tyler in the next five years?

Priority Points		Items
Vote I	Vote II	
5	5 (7th)	1. Communication between both schools (parents)
14 (1st)	23 (1st)	2. Keeping curriculum standards up
3	4	3. Increases in Taxes
9 (3rd)	10 (3rd)	4. Combining elementary schools
4	0	5. Stronger reading classes in all schools
7 (6th)	0	6. Maintaining cooperation between the two schools and communities
0	Comb. w/#2	7. Math curriculum at Tyler High School
1	Comb. w/#6	8. Getting the two schools to work as a unit
2	2	9. Looking at alternatives instead of cutting
8 (4th)	14 (2nd)	10. Should we go directly into consolidation?
0	0	11. Stronger, more disciplined music program in the high school
6 (7th)	7 (5th)	12. Large range of adminstration structure
8 (4th)	8 (4th)	13. Holding the class sizes down
0	2	14. Accessibility to administration
0	0	15. Making extra-curricular activities more accessible to students
1	0	16. Decreased electives due to decreased enrollment
2	3	17. Use of buildings in the next 5 years
0	0	18. How should the finances be divided?
2	Comb. w/#2	19. Add foreign languages, more science and math
0	0	20. Improving transportation routes

Vote I	Vote II	Items
3	0	21. More permanent type of school system
0	0	22. Improvement of communication system to start at the lowest possible level
0	0	23. Added curriculum at HVCC
0	0	24. Do we need the HVCC?
0	1	25. Maintaining special services
11 (2nd)	7 (5th)	26. How important is a school to a community
0	0	27. Long range planning for community education progra

Russell Community Education Committee
February 21, 1983

Nominal Group Process
Dr. James Redfield-Leader

Question: What are the strengths, areas of excellence, and effective aspects of the elementary, middle school, and secondary schools in Russell?

Priority Points		Items
Vote I	Vote II	
0	Comb. w/#17	1. Elementary teachers are good
4	0	2. Elementary communications are good between students and teachers
6	0	3. Mixture of two communities
0	0	4. Never hear anything negative about the middle school
4	0	5. Excellent middle school music program
4	0	6. Good idea to have teacher advisory groups in the middle school
14 (2nd)	19 (1st)	7. Positive attitude of middle school parents & teacher
8 (7th)	17 (2nd)	8. Middle school curriculum is excellent
13 (3rd)	16 (3rd)	9. Most relaxed atmosphere between teachers and students in the middle school
0	0	10. Good lunch program
3	0	11. Teaching load spread out
0	2	12. Easiest on school budget
15 (1st)	16 (3rd)	13. Still have rural education
0	0	14. Russell and Tyler people are closer
0	3	15. Better discipline with schools being separate
9 (6th)	7	16. Good Principals, very cooperative with parents/ staff/students
14 (2nd)	17 (2nd)	17. Good staff in middle and elementary schools
0	0	18. Facility is adequate

Vote I	Vote II	Items
0	5	19. Maintain classes offered
0	0	20. Highland Vocational Cooperative Center
1	0	21. Music and athletics combined
10 (5th)	14 (4th)	22. Students enjoy the pairing
0	0	23. Sharing with Ruthton for advanced Math & Physics
1	1	24. Counseling services
11 (4th)	13 (5th)	25. Community interest in school
4	2	26. Good school board
5	2	27. Elementary grades still in Russell
0	0	28. School nurse
2	0	29. Remedial/Title I/Special Ed
0	0	30. Long time for the elementary students to ride bus
0	1	31. Good Community Ed Program
0	0	32. Good preschool screening program
0	0	33. More strict discipline in the high school

NOMINAL GROUP DISCUSSION QUESTIONS FOR STUDENTS

As the result of the pairing of Russell and Tyler, what are the strengths of the Russell-Tyler High School in the areas of curriculum, extra-curricula activities, food services, counselor services, library services, and discipline?

This discussion will be conducted during the afternoon of Tuesday, April 5, 1983 with the following students:

Seniors	Juniors
Joe Krogman	Todd Denney
Leann Dass	Sherri Willert
Lori Evans	Mike Jensen
Dean Teeselink	
Sandra Champagne	
Jan Neels	
Jane Thooft	
Tony McChesney	
Jodi Duus	

Russell-Tyler Junior (3) and Senior (12) Students
April 5, 1983

Nominal Group Process
Dr. James Redfield-Leader

Question: As the result of the pairing of Russell and Tyler, what are the strenghts of the Russell-Tyler High School in the areas of curriculum, extra-curricular activities, food services, counselor services, library services, and discipline?

Priority Points		Items
Vote II	Vote I	
2	4	1. Crowded classes
4	8 (5th)	2. Academic sharing - Ruthton
4	8 (5th)	3. Education basics
21 (2nd)	12 (3rd)	4. Choices of classes maintained
0	0	5. Expanded from half year to full year
0	Comb. w/#4	6. Russell students have more choices of classes
2	2	7. Easy access to vocational center
3	6	8. Should have more choices of English classes
9 (5th)	12 (3rd)	9. Stronger Athletic programs
3	0	10. Stronger programs other than athletics
1	4	11. Benefit from the resources of both schools
0	4	12. More competition in sports
0	0	13. Library is not open enough
0	0	14. Should be more industrial arts classes
1	7	15. Discipline has been more strict
0	1	16. Counselor is good
0	0	17. Nurse is here more
0	2	18. Should have more counselors
0	0	19. Food service has improved but would like to get more.

Vote II	Vote I	Items
0	0	20. Good to have the ice cream
0	5	21. No Transportation for Russell students after games
3	0	22. Would like to have class plays
1	2	23. Classes fill up faster & people get cut out
0	1	24. Vocational kids get no noon hours
17 (4th)	12 (3rd)	25. Class trip or skip day
46 (1st)	15 (1st)	26. Students and Communities get along well
0	0	27. Alot of travel for teachers
18 (3rd)	12 (3rd)	28. Add more teachers to relieve load
0	10 (4th)	29. Free admissions to concerts-free will donations
1	6	30. Grade standards are high
1	0	31. National Honor Society
3	10 (4th)	32. Should be more school activities such as dances and a sno-ball
1	1	33. Good School Spirit
0	1	34. Good to have a seperate middle school
2	3	35. Harder to get into sports-more competition within teams

APPENDIX B

APPENDIX B

RUSSELL-TYLER PUBLIC SCHOOLS

FOCUSED INTERVIEW QUESTIONS

1. Would you, in your own terms, give me your impressions of the results of the Russell-Tyler pairing arrangements?

2. Now, focus on the budget cuts, pairing and sharing arrangements as well as the priority setting in Russell-Tyler in the past couple of years. How have the students fared, in your opinion?

3. How have the teachers fared?

4. How has it affected the communities involved, in general terms?

5. What has been the effect on the students concerning the curriculum since the pairing and sharing arrangement?

6. What have been some of the major changes with regard to student utilization of extra-curricular activities such as sports and music?

The next six questions are going to deal specifically with student support services.

7. Specifically, how has the food service been affected?

8. Have you noticed any change in either the quality or quantity of health services available to students?

9. Do you feel that the availability of counseling services is adequate?

10. Have you noticed any change in the library services provided the students? If so, how?

11. Would you say the transportation of students has improved, stayed the same of worsened? Why?

12. Has the quality of the special education program been affected by the pairing? If so, how?

13. In your judgment, as a result of the pairing, what are your impressions of discipline in the Russell-Tyler Schools?

14. Is the communication between both parents and teachers or students and teachers adequate? Has this changed as a result of the pairing arrangement?

15. What are your greatest concerns with regard to maintaining or improving the strength of the Russell-Tyler schools four or five years from now?

16. What is your overall opinion of how the pairing is working?

APPENDIX C

APPENDIX C

A List of Comments Made by the Staff and School Board Members at the Time of the Interviews

The following listing of comments are by question from the staff interview. The questions are listed in Appendix .

Question 1

more favorable for Russell than Tyler

curriculum about where it was before

Question 2

Cuts have cut out what was promised when it was started.

communication between schools poor

middle school students benefited most

The high school is the same.

about where it was before

The combination grades in elementary are a problem.

Question 3

The teachers are all teaching in their field now.

Russell teachers are getting higher salaries.

Tyler teachers pay held back to match Russell

teachers moved to Russell are happier

Some teachers are teaching classes they are not prepared for.

Teachers have fewer preparations.

Question 4

Russell businesses hurt after games.

The pairing has been accepted.

It has extended friendships between the communities.

It has caused more people to become involved in the school.

Question 5

need more female teachers

Question 6

perhaps some problems with transportation after practices

The Russell kids have had no difficulty.

pressure great on Russell coaches to play

Tyler kids

Tyler teams improved

broader groups of students

too much extra-curricular

music program suffered

more participation - helped both schools

The Middle School kids are more involved.

Athletics get the priority on the activity bus. The other activities such as music have no bus.

no class plays

Russell boys participate, but the girls don't

Question 7

no comments

Question 8

We need more health services.

Question 9

only a half day a week at Russell, it used to be a full day

TA works well

not enough time

not adequate at the elementary level

probably o.k. at the middle and high school

Question 10

librarian not enough time

need full time librarian in both schools

volunteers being used are keeping it open so it is better

cutbacks hurt the library the most

Question 11

Athletics get preference over other activities.

Extra-curricular is a problem with all activities at Tyler.

benefits outweigh the disadvantages

no transportation for music, always for athletics

The extra time on the bus is worth it for what the kids get.

Question 12

school psychological service poor - not enough time

Question 13

perhaps needs more support at Russell

Administrators in the two schools have different philosophies on discipline.

Perhaps the Middle School concept is not well understood.

Question 14

good communication

conferences good

Parent council in the Middle School should be expanded to the elementary and high school.

no elementary principal at Russell to help with elementary students or the teachers

Question 15

the high school curriculum

The boards must not get hung up with the little things - they must keep their eye on the big picture and the big goals.

Try to restore some of the cuts.

better transportation for extra-curricular

Try to maintain the elementary school in Russell.

Restore the curriculum to the first year of pairing.

Do whatever is necessary to maintain a solid core and add as necessary - if it means with another district, o.k.

Get rid of combination rooms.

need elementary administration in Russell

Keep the elementary school in Russell.

Question 16

excellent

very favorable

doing very well

overall fine - some little problems need to be ironed out

going very well

Note: The above comments usually represent more than one person. In most cases, several comments were paraphrased into a single statement.

APPENDIX D

RUSSELL-TYLER PUBLIC SCHOOLS

FOCUSED INTERVIEW QUESTIONS

1. What is your overall impression of the Russell-Tyler pairing?
2. How have the students fared, in your opinion, considering budget cuts and the pairing arrangements?
3. How has the pairing affected the teachers?
4. How has the pairing affected the communities involved? (provide background)
5. What have been some of the major changes in extra-curricular activities such as sports and music?

The next six questions are going to deal specifically with student support services.

6. Have you noticed any change in the food service available to students?
7. Have you noticed any change in health services available to students?
8. Have you noticed any change in the counseling services?
9. Have you noticed any change in the library services provided the students?
10. Have you noticed any change in the transportation services provided?
11. Have you noticed any change in the special education programs provided?
12. What are your impressions of discipline in the Russell-Tyler schools?
13. Is the communication between parents and teachers adequate?
14. Is the communication between students and teachers adequate?
15. What improvements would you like to see in the Russell-Tyler schools four or five years from now?
16. What are the strengths of the Russell-Tyler schools?
17. Do you see the pairing arrangement expanding in the future?
18. If so, with whom?

APPENDIX E

INDEPENDENT SCHOOL DISTRICT #409

of Lincoln County

Tyler, Minnesota 56178

April 22, 1983

Dear Friend:

You have been selected at random to participate in an evaluation of the pairing of the Russell school system and the Tyler school system. (See the enclosed newsletter.)

Dr. Robert Utermohlen, a faculty member at Mankato State University, and his community relations class will conduct group discussion interviews on the evening of Thursday, May 5, 1983.

There will be six people in each group and the discussions will be about forty-five minutes long. They will ask for your opinion on the Russell-Tyler pairing.

Please fill out and return the bottom part of this letter in the enclosed stamped envelope, to the Tyler school no later than April 27, 1983.

You are to report at _____ p.m. in room _____ of the Tyler High School.

Thank you very much.

Sincerely,

Dr. James L. Redfield, Superintendent

I will _____ will not _____ be able to attend the Mankato State University Survey being held on Thursday, May 5, 1983.

_____

Please print name here.

If the time is not convenient for you, please notify the Superintendent's Office at 247-5911 as soon as possible, so that we can assign you to another group.

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Tyler Public Schools

Independent School District #409
of Lincoln County
Box 659, 100 Strong Street
Tyler, Minnesota 56178
Telephone 507-247-5911

Cooperatively Paired with Russell School
District #418
Russell, MN

April 22, 1983

Dear Friend:

You have been selected at random to participate as an alternate in an evaluation of the pairing of the Russell school system and the Tyler school system. (See enclosed newsletter.)

Dr. Robert Utermohlen, a faculty member at Mankato State University, and his community relations class will conduct group discussion interviews on the evening of Thursday, May 5, 1983.

There will be six people in each group and the discussions will be about forty-five minutes long. If one of these six people in the group is unable to attend, we are wondering if you would be able to fill in for them. They will ask for you opinion on the Russell-Tyler pairing.

Please fill out and return the bottom part of this letter in the enclosed stamped envelope to the Tyler school no later than April 27, 1983.

Thank you.

Sincerely,

Dr. James L. Redfield

I will _____ will not _____ be able to participate as an alternate for the survey conducted by Mankato State University held on Thursday, May 5, 1983.

_____ _____

Please print name here Telephone number

PROGRESS REPORT ABOUT THE RUSSELL - TYLER PAIRING

This survey is important to the school district and the communities of Russell and Tyler. The nature of this study allows for input from citizens, teachers, students, and employees. The people are to be given the chance to express their ideas about interdistrict cooperation (pairing). The boards of education will be able to better evaluate the results of the pairing in light of the citizen input. The school boards will be able to make decisions about future necessary changes in curriculum, extra-curricular activities, and other services for the students. The first two years of the pairing are about finished at this time and so the information is timely.

Another advantage of this study is that it can serve as a model for other schools considering such an arrangement. The report might allow other schools to do some pre-planning as they start into such an adventure.

A team of people from Mankato State University has conducted the in-depth interviews with the employees in the two schools on April 20, and April 21. In addition, a group of graduate students will conduct interviews with community members on Thursday, May 5, 1983.

The Mankato State University staff will use questionnaires to get information from the students in the middle school and in the high school. The student survey will be done yet this spring.

After the research has been done by these groups, the report will be issued to the boards of education. The school boards will be able to use the data to make changes in the agreement and in the pairing.

There are several issues identified so far in the study. One comment has been about the good relationship between the school districts. There was also a comment about the good relationship between the students from each of the communities.

The quality of the good staff members in both schools was pointed out in the interviews so far. The students also benefit by the use of resources from both schools.

There will be more about this Task Force report in the near future.

MANKATO STATE UNIVERSITY SURVEY — THURSDAY, May 5, 1983

7:00 p.m.	Superintendent's Office	8:00 p.m.	Superintendent's Office
	Tom Alleckson		Herman Chrisentsen
	Julia Bollesen		Ray Dwire
	Aster Christensen		Paul Nelsen
	Lisa Larsen		Corlene Nelsen
	Elizabeth Koster		Avis Bedow
	Gary Hohler		Barb Bornhoft
	Lunch Room		Lunch Room
	Susan Johnson		Norma Fischer
	Rose Ivy		Glen Hansen
	Clayton Jenkins		Harry Johnson
	Arild Kruse		Joyce Dass
	Eva Hauger		Harvey Dressen
	Pastor Wayne Anderson		Lorraine Haken
	Room #25 (by Senior High Library)		Room #25
	Henry Ohl		Susan Fischer
	Clyde O'Toole		Ray Lutterman
	Joyce Serie		Chester Petersen
	Terry Burckhardt		Elmer Possail
	Orville Erickson		Helen Jorgensen
	Edna Utoft		Marlys Johnson
	Room #26 (by Senior High Library)		Room #26
	Herdis Struss		Marion Riess
	Ruby Rutzen		Selma Sorensen
	Ray Rasmussen		Margaret Tavèirne
	Roger Hansen		Esther Venenga
	Gordon Bille		Jim Wiering
	Val Thomsen		Arvin B. Anderson
	Senior High Library Office		Senior High Library Office
	Ardis N. Petersen		Robert S. Hansen
	Emmie Smith		Wayne Enderson
	Sharon Stenerson		Dave Frieborg
	Arlo E. Thomsen		Kathy Dressen
	Kenneth Christensen		Diane Brown
	Leo Brandt		Margaret Wooge

9:00 p.m.

Superintendent's Office

Carol Naeve
Mervyn Petersen
Betty Norgaard
Alma Thomsen
Dale Tolk
Gaylin Slegers

Alternates

Jerry Bly
Linda Burckhardt
Denise Faaborg
Emmitt Driemeyer
Elsie Hansen
Henry Jacobsen
Daniel Johnson
Merle Kuhlman
Janet Meyer
Donald Norgaard
Elfriede C. Petersen
Pastor CL Solberg
Norman Thomsen
Ruth Riley
LaRinda Vos

Lunch Room

Orville Studemann
Darlene Schentzel
Dean Peters
Donna Larsen
Debra Nielsen
Craig Norgaard

Room #25 (next to Sr. High Library)

Rhonda Marczak
Karen Vos
Eugene Wells
James P. Brust
LeRoy Grenz
Ralph Zmuda

Room #26 (by Sr. High Library)

Angela Weber
Karen Bergstedt
Paul Hauswedell
Alfred Jessen
Norman Mikkelsen
Scott Gilliland

Senior High Library Office

Garth Jensen
Faye Johnson
Sherman DeeZeeuw
Mike Kelley
Patty Andersen
Michael Lovre

HOME EC. ROOM

Group 1 7:00

Ralph Pochardt
Walt Gravley Sr.
Arlo Amundson
Elmer Vogt
* Bill Driscoll - alternate
Larry Olson

LUNCH ROOM

Group 2 7:00

Walt or Art Anderson
Rick Peterson
Gale Borgard
Raymond Peterson
* Steve Williams - alternate
Marlo Williams

Group 3 8:00

Randy Reese
Dale Evans
Arne Burkmann
Harold Hefti
Robert Stanton
* Loren Evans - alternate

Group 4 8:00

Steve Bush
Pete B. Labat
Glen Galbraith
Erlof Madsen
Earl Wilmes
* Charles Skaug - alternate

Group 5 9:00

Lester Moat
Joe Laleman
Eugene Lehnhoff
Criss Newton
Lanny Johnson
* Arnold Goltz - alternate

Group 6 9:00

Maurel Lang
Mrs. John Schlenker
Edward Habben
Leon Sand
Marvin Gravley
* James Hansen - alternate

APPENDIX F

A List of Comments Made by the Community Members at the Time of the Interviews

The following listing of comments are by question from the community members' interviews. The questions are listed in Appendix D.

Question 1

good for business in Tyler

Adults and youth have accepted pairing very well.

Question 2

Kids get more curriculum opportunities than before.

harder for teachers to give individual attention than before

Budget cuts have taken away some advantages of pairing.

Pairing was necessary for Russell and Tyler to survive.

Question 3

Teachers complain because of greater work load.

communication more difficult

Discipline problems are endless.

music and sports very successful

music interest greatly increased

Question 4

Parents are afraid to lose in sports.

helped both communities

good concerts in Russell

Tyler has more business.

church communities more together

Question 5

Russell has more sports opportunities.

middle school benefited music wise

tougher competition to make the team

Question 6

Food is better in Russell than Tyler.

cooks of both schools working closely together

Question 7

need nurse more than one day a week

Question 8

counselor is excellent from Highland Vocational

Question 9

If we didn't have pairing/sharing, we might not have any library service.

Question 10

parents upset because kids are on the bus longer, but kids don't mind

more kids drive now in upper grades

Children wait too long in the morning, especially in the winter.

activity bus needs coordination of times and let parents know

Question 11

teachers overworked

Question 12

discipline stricter at Tyler

Russell kids get by with more.

difficult adjustment when Russell kids come to Tyler

Question 13

some difficulty in communication

The long distances may affect communication.

need more communication between administration, school board and community

more communication needed to keep the people informed

Question 14

teacher/advisor concept good

Question 15

more courses at all levels

need foreign language

more and better use of computer K-12

need some permanent arrangement, perhaps consolidation

improve the bus service

We have two of the finest principals.

equality in the elementary schools

Russell people do not want to consolidate with Tyler.

No other school should be added to the pairing arrangement.

Question 16

more opportunities

good for kids

Russell Middle School strength of the system

better use of teacher abilities

Question 17

If we have to, consolidation will happen.

hate to see it happening, but might be necessary

With whom?

someone close

keep Russell/Tyler

Ruthton

Verdi

Balaton

Lake Benton

Not Lake Benton

Russell-Tyler School Pairing Survey
Middle School and High School Student Questionnaire

1. Are you:
   A. male
   B. female

Answer one of the following two questions:

2. What grade are you in?
   A. 6th
   B. 7th
   C. 8th

-or-

3.
   A. 9th
   B. 10th
   C. 11th
   D. 12th

4. In which school district do you live?
   A. Russell
   B. Tyler

5. Do you live:
   A. on a farm
   B. in town

6. Why do you think it was necessary for Russell-Tyler to pair?
   A. lack of enough money
   B. so we would have more classes to choose from
   C. so we could keep some of the extra-curricular activities
   D. other reasons or don't know

7. When you learned of the Russell-Tyler pairing, what was your first impression?
   A. looked forward to it
   B. o.k.
   C. didn't like it
   D. didn't care

8. How do you feel about it now?
   A. enjoy it
   B. o.k.
   C. dislike it
   D. don't really care

9. Considering the time you have been involved in the Russell-Tyler pairing, would you rate the quality of the experience
   A. favorable
   B. unfavorable

In the next set of statements, think about how things were before the pairing of the schools and the way they are now. Please write down the first answer that comes to mind. There are no right or wrong answers. The options are: (A) better, (B) no change, and (C) worse.

10. A. B. C. The nurse is available to me as often as I need.

11. A. B. C. I can see the school counselor as often as I need.

12. A. B. C. It has been difficult getting to know the teachers.

13. A. B. C. The amount of time I spend on the bus getting to school is reasonable.

14. A. B. C. I am able to take the classes that I want to take.

15. A. B. C. I am able to use the library when I need to.

16. A. B. C. I can make new friends in the Russell-Tyler school.

17. A. B. C. I can get to after school events as often as I need.

18. A. B. C. I can participate in sports if I want to.

19. A. B. C. Most of the teachers seem personally interested in me.

20. A. B. C. My school has many rules.

21. A. B. C. I haven't had a difficult time getting involved in sports.

22. A. B. C. Most of the teachers seem to really like their subjects.

23. A. B. C. I am very interested in what goes on in my school.

24. A. B. C. I can talk to my teachers about my school concerns.

25. A. B. C. I have had a difficult time getting involved in music.

26. A. B. C. I get the extra help I need with my school work when I have problems.

27. A. B. C. I like eating lunch at my school.

28. A. B. C. My parents know more about what is happening in my school.

Middle School Only

29. A. B. C. The T/A groups in the morning are helpful.

30. A. B. C. I like going to the middle school in Russell.

High School Only

31. A. B. C. The classes in my school are crowded.

32. A. B. C. The students and communities get along well.

33. A. B. C. The discipline is strict.

34. A. B. C. There are enough social activities.

35. A. B. C. The classes that I want and need are offered.

36. A. B. C. I like going to the senior high school.